

MULTILINGUALISM CONTEXT AND THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING IN INDONESIAN EFL PEDAGOGY

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ABSTRACT

This paper discusses the status of multilingualism context as an underlying principles of today's trend of communication. The emergence people's interconnection around the globe cannot be put aside from the way formal language teaching is implemented. As the most common and widely-known method used by Indonesian EFL teachers, CLT must be associated and framed with multilingual approaches. It is an obligatory for teachers to adopt and accommodate the advanced issues of sociolinguistics such as multimodalities, digital language literacy, unequal Englishes, resourceful speakers (Pennycook, 2014) and recent sociolinguistics profile of English users where English is now as an international language (Zacharias & Manara, 2013). The vast growing of multilingualism has, however, changed and shaped the way English is represented in formal language classroom. Despite the commonness of CLT approaches used by EFL teachers of Indonesia, CLT is now embracing the new paradigm where English is taught as a local (Canagarajah, 2006) and as hybrid of the mixed varieties in English as lingua franca. This paper offers a critical examination of the current issues on multilingualism on CLT implementation and also provides pedagogical implications on Indonesian EFL.

Keywords: Multilingualism, CLT, Indonesian EFL Pedagogy